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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**Office of Public Instruction**  
P.O. Box 202501  
Helena, MT, 59620-2501  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)  
**opi.mt.gov**

TO: Montana Elementary and Secondary Schools

FROM: Susan Bailey-Anderson, Lori Brown-Chauvet, and Floy Scott

SUBJECT: 2010-2011 Elementary and Secondary Montana Response to Intervention (RTI) Program Application

DATE: May 26, 2010

We would like to invite your school to apply or reapply for the state Response to Intervention (RTI) Project and take part in the technical assistance and support provided by the OPI for the 2010-2011 school year. **Please review the enclosed application packet carefully.** If your school is interested in participating in the Montana RTI Project, please complete the enclosed application form and return to Lori Brown-Chauvet on or before June 30, 2010, to be considered to receive paid RTI training and travel expenses. We look forward to sharing this school improvement process that emphasizes effective instructional practices with you and your staff.

For additional information or questions regarding the application process, please contact:

Lori Brown-Chauvet  
RTI Coordinator  
(406) 444-0923  
[lbchauvet@mt.gov](mailto:lbchauvet@mt.gov).

Enclosures:

- 2010-2011 Montana RTI Program Application
- RTI Levels of Implementation



## **Benefits of Participation**

- Your school will receive **paid RTI trainings** by state, local, and nationally recognized specialists;
- **Paid travel expenses for up to six members** of your RTI team to and from state RTI trainings (including meals, 2 cars, and for schools traveling more than 60 miles one-way 3 hotel rooms);
- Collaboration with OPI personnel and facilitators through training and onsite visits (minimum of 2 visits during the school year) to help guide RTI implementation, assist with problem solving, and provide ongoing professional development;
- Access to RTI resources and materials; and
- Opportunities to network, problem solve, share successes, resources, and strategies with other schools implementing RTI throughout the state.

## **Participation Requirements**

### **Strong leadership is an essential component for successful RTI implementation.**

Therefore, the building principal and district superintendent must initial next to each of the following requirements in order to participate in the RTI Program for the 2010-2011 school year. By initialing these requirements the school is agreeing to implement the essential components of RTI. In return, schools will benefit from the opportunities listed above.

Principal    Superintendent

### **Collaborative Teaming and Strong Leadership**

1. Form a school RTI Team of no more than six people, including the principal, to attend trainings. **The building principal is required to attend the two RTI Administrator trainings (one in the fall and one in the spring) and at least one of the RTI Team trainings in the fall and spring. Your team members must remain the same throughout the school year** for continuity of training and relationship building.
2. Conduct school RTI Team meetings at least once per month.

### **Evidence-based Curriculum and Instruction**

3. Implement an evidence-based core reading/literacy and math program at all grade levels.
4. Implement evidence-based intervention programs and strategies.
5. Commit time and resources to ensure that high-quality academic and behavioral instruction is taking place.

### **Ongoing Assessment**

6. Establish universal screening, diagnostic, progress monitoring, and outcome assessment procedures to collect data. Analyze this data regularly to make informed, data-based instructional decisions.

Principal Superintendent

- \_\_\_\_\_
- \_\_\_\_\_
7. **Elementary Only:** Commit to administering **AIMSweb or DIBELS benchmark screening probes three times per year** (fall, winter, spring) for all students within the grade levels identified for project participation during the following **benchmark collection time frames**:
- |        |                        |
|--------|------------------------|
| Fall   | September 13-October 1 |
| Winter | January 10-28          |
| Spring | May 2-20               |
- \_\_\_\_\_
8. **Elementary Only:** Enter data from these probes into the AIMSweb or DIBELS data management systems and agree to be a part of the Montana RTI umbrella within these systems. The Montana RTI umbrella will change your school login number; however, usernames and passwords will remain the same.
- \_\_\_\_\_
9. **Elementary Only:** Agree to use DIBELS recommendations as outlined in the Benchmark Goals Attachment when reporting screening data to the OPI in order to have equal comparisons.
- \_\_\_\_\_
10. **Elementary Only:** Add an OPI representative as a user in your data management system so we have access to raw screening data for each individual student within the grade levels identified for project participation. This data will provide the information needed for the federal grant that funds this project and will help us identify areas of need for future training.
- \_\_\_\_\_
11. Allow OPI access to the reading-specific MontCas data for research regarding predictive validity of Oral Reading Fluency (ORF).
- \_\_\_\_\_
12. Administer an **RTI Implementation Survey** of all staff two times per year during **time frames** listed below. This information will provide the data needed for the grant that funds this project and it will also help identify future training needs.
- |        |                        |
|--------|------------------------|
| Fall   | September 13-October 1 |
| Spring | May 2-20               |

### Training and Professional Development

- \_\_\_\_\_
13. Participate in a fall and a spring RTI Team and RTI administrator trainings at one of the following locations:

	<u><b>Fall</b></u>	<u><b>Spring</b></u>
Region IV (Bozeman):	Sept 20-24	Jan 3-7
Region V (Missoula):	Sept 13-17	Jan 17-21
Region II (Great Falls):	Oct 25-29	Mar 28-Apr 1
Region III (Billings):	Nov 8-12	Apr 4-8
Region I (Glendive):	Dec 13-17	May 9-13

The following trainings will be **differentiated by level of implementation** and will consist of **two days of elementary team training, two days for secondary team training, and one day for administrators** in the fall and spring. Schools **may attend the regional training location of their choice**. However, travel will be reimbursed according to the location closest to your school.

**Total Training Days per School Year: Elementary (4) Secondary (4) Administrator (4)**

Principal Superintendent

\_\_\_\_\_ 14. Collaborate and communicate with state RTI consultants and OPI representatives on RTI implementation focusing on evidence-based assessment, curriculum, and instructional fidelity.

\_\_\_\_\_ 15. Institute ongoing professional development for all school staff in effective instruction, assessment processes, collaborative teaming, problem-solving, and other RTI processes.

**Data-based Decision Making**

\_\_\_\_\_ 16. Establish data-based decision-making teams (e.g., Grade-Level Teams, Data Teams, etc.) to collaboratively problem-solve student learning and behavior difficulties.

\_\_\_\_\_ 17. Allocate regularly scheduled times for these teams to meet.

**Community and Family Involvement**

\_\_\_\_\_ 18. Promote community and family awareness of, and involvement in, the implementation of the RTI framework at the school and district levels.

**Fidelity of Implementation**

\_\_\_\_\_ 19. Commit to the ongoing development of practices and procedures that will ensure the fidelity of RTI implementation, including curriculum, instruction, assessment, collaborative teaming, and data-based decision making.

**Montana Response to Intervention (RTI) Program Administrative Signatures**

By signing below you confirm having read and understood this application and agree to the participation requirements acknowledged above.

\_\_\_\_\_  
Typed Name of School Building Principal (required)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of Superintendent (required)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Montana Response to Intervention (RTI) Program Application 2010-2011

Please address ***each*** item below.  
Complete applications must be submitted to the OPI on or before **June 30, 2010**.

Please address ***each*** item below.  
Complete applications must be submitted to the OPI on or before **June 30, 2010**.

1. Your school is an **Elementary (E) or Secondary (S)** school:
2. Your school is **New to (N) or Continuing with State or CSPD RTI trainings (C)**:  
  
If continuing, how many years have you been implementing RTI:
3. Your School is currently at the **Exploring (E), Implementing (I), or Sustaining (S)** stage:  
  
(Please see attached **RTI Levels of Implementation** pages to assist in determining your current level of RTI implementation)

School Building:	District:
Special Education Cooperative:	
Principal:	Telephone:
Principal e-mail address:	

School Building:	District:
Special Education Cooperative:	
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- A. Enter projected enrollment for the grade levels which will be targeted for RTI implementation during the 2010-2011 school year:

[illegible]

Please answer the following questions based on the grades you have identified above as those being targeted for RTI implementation for the 2010-2011 school year.

B. **Elementary Only:** Which universal screening measure is your school using for benchmark assessments (AIMSweb *or* DIBELS)?

C. **Elementary Only:** What progress monitoring tool(s) is used for strategic and intensive students (AIMSweb *or* DIBELS)?

D. **Elementary Only:** Which data-managed program will you use to track individual student data (AIMSweb *or* DIBELS)?

E. **Secondary Only:** What data-management program, universal screening measure, and progress monitoring tool(s) are you currently using to track your data?

Data-management program

Universal screening measure

Progress monitoring tool

F. Identify the diagnostic assessment tools currently being used.

1.

2.

3.

G. List the name of the research-based program used for core instruction and the year it was published.

Name of Reading/Literacy Core Program:

Year

Name of Math Core Program:

Year

H. Provide the names of the research-based supplemental and intervention programs used for strategic and intensive students and the year each program was published.

Name of Program

Year

Name of Program

Year

Name of Program

Year

Name of Program

Year

I. Check all applicable school-based programs.

☐ Montana Behavioral Initiative

☐ ESEA Title I

Is your Title I program target assistance or school-wide?

☐ Full-Day Kindergarten

☐ After or before school programs that address instructional tutoring

☐ Other:

J. Describe how your school currently addresses the needs of struggling students. Be as specific as possible with respect to information such as personnel, materials, and programs (attach additional pages if necessary).

## **RTI Team Members**

**Team members must remain the same throughout the school year. For continuing RTI school teams (state & CSPD), change no more than 2 members per year.**

**If exceptions need to be made, please contact:**

Lori Brown-Chauvet

RTI Coordinator

(406)-444-0923

lbchauvet@mt.gov

### **Principal (required)**

Phone

E-mail

### **Additional RTI Team Members**

Name

Position

E-mail

Name

Position

E-mail

Name

Position

E-mail

Name

Position

E-mail

Name

Position

E-mail



## Montana Response to Intervention (RTI) Program

### Rationale Statement

Response to Intervention implementation requires a systems approach of tiered instruction and assessment procedures. Successful implementation includes the administration of a research-based core programs, universal screening, frequent progress monitoring, differentiated classroom instruction, use of a problem-solving team approach, and ongoing professional development. Reflecting on each of these items, please **briefly describe the RTI implementation process and your current RTI training needs at your school.**

Please fax this application on or before **June 30, 2010**, to:

Lori Brown  
RTI Coordinator  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
Phone: (406) 444-0923  
**Fax: (406) 444-3924**  
[lbchauvet@mt.gov](mailto:lbchauvet@mt.gov)

## RTI Levels of Implementation

### EXPLORING STAGE (just getting started)

May look like:

- School is committed with funding and time
- Leadership is committed
- RTI Team is in place and is committed to holding regularly scheduled meetings
- Research-based core and supplemental programs are in place
- School and community have received basic RTI training
- Students in need of intervention have been identified through a universal screener
- An action plan is created and is being addressed

Trainings are at Level I: Awareness

Trainings may look like: Motivational Speaker, Introductory Workshop, Delivery of Essential Understandings, Webinars

## RTI Levels of Implementation

### IMPLEMENTING STAGE (putting the pieces together)

May look like:

- RTI team and grade-level teams analyses school data
- Diagnostic testing is occurring at every grade level
- Parents, community, and school board members have been given detailed information about the RTI process
- School has decided on instructional expectations (fidelity to the core and supplemental programs)
- A continuum of interventions or school-wide intervention plan has been created
- Progress monitoring is driving instructional practices
- Problem-solving team meetings (student and school system) are scheduled and occur throughout the school year
- School is receiving trainings on instruction, data, school systems, and problem-solving
- Grade level teams are scheduled and occur throughout the school year
- An action plan is created and being addressed

Trainings are at Levels II and III: Deeper Understanding and Initial Implementation and Systematic Targeted Implementation

Trainings may look like: Practice, Institutes, Professional-learning groups, Multi-session trainings, Webinars, On-line threaded discussions, consulting, coaching instructional personnel, continued team planning and problem solving in the implementation of an initiative

## RTI Levels of Implementation

### SUSTAINING STAGE (fine-tuning)

May look like:

- An action plan is created and being addressed
- A system is in place to support new staff members
- A system is in place to identify student with learning disabilities under the RTI model
- Evaluation procedures are in place for each RTI system
- All eight components are fully implemented
- Refining existing programs through a program review process
- Continue to review data and make instructional adjustments
- RTI process is written into the School Handbook, SPED program narratives, Five-Year Plan, School Policies and Procedures
- Protocols are developed and clearly communicated for team and grade-level meetings, data collection and analysis, instructional delivery, fidelity checks, and problem-solving procedures

Trainings are at level IV: Fidelity of Implementation and Culture Change

Trainings may look like: Side-by-side coaching, direct observations, self-reflection, teacher interviews, observing lessons or training the trainer/coach to do so